

ASSESSMENT

Key Concepts & Terms

Alignment

Can Do Statements

Closure

Just-in-Time Feedback

Integrated Performance Assessment (IPA)

Oral Proficiency Interview (OPI)

Portfolios

Rubrics

Scaffolding

Self-assessment

Summative v. Formative

Washback Effect

DEFINITION: “Assess - To gather information about and measure a learner’s level of knowledge or skills” (Shrum & Glisan, p. 394).

PURPOSES: To gather and communicate information about student performance that supports proficiency development and informs decisions about curriculum and instruction, program design and articulation, and school policy.

PRINCIPLES:

Meaningful, intrinsically motivating assessments are . . .

- **ALIGNED:** Elicit **evidence of students’ progress** toward curricular goals, learning outcomes, and national/state standards:
<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>
- **AUTHENTIC:** Serve **authentic audiences and real life purposes**
- **LANGUAGE-FOCUSED:** Focus on **specific [target language functions](#)**:
<http://www.actfl.org/sites/default/files/pdfs/ACTFL2014SpiralingFunctionsandTasks.pdf>
- **LEARNING-FOCUSED:** **Improve performance through learning** instead of grading by testing what was taught in the way it was taught
- **PERFORMANCE-BASED:** Showcase **what learners [CAN DO](#) with the target language**:
http://www.actfl.org/global_statements
- **PROGRESS-ORIENTED:** Offer **just-in-time feedback** that identifies **concrete, next steps for improving performance**
- **STUDENT-CENTERED:** Empower students to take **personal responsibility and accountability** for their own learning (including record-keeping and communication)
- **VARIED:** Collect **multiple sources of information** from **different points in the learning process**

Processes & Pedagogical Strategies That Support Assessment

PROCESS:

- 1) Decide why and for whom you are gathering information.
- 2) Identify information relevant for those audiences and purposes.
- 3) Develop assessment tasks and instructions to collect information.
- 4) Create procedures for evaluating and analyzing collected information.
- 5) Share information effectively with intended audiences.

PEDAGOGICAL STRATEGIES:

Checks for Understanding: Provide students with low-risk opportunities to self-assess their understanding and to identify their questions - <http://kww.net/mans/handouts/40quick.pdf>

Closure Strategies: Give students opportunities to synthesize and consolidate what they have learned, reflect on how it connects to their lives and other things they have learned, and organize the information for easy retrieval from long-term memory.

ABC Summary	Students write a sentence or key word containing an important idea from the day's lesson for each letter of the alphabet
Acrostic Summary	Students generate a key point of the lesson for each letter of the topic
Concept Map or Graphic Organizer	Students draw a concept map (or complete a graphic organizer) that identifies key points from the lesson and shows how they are related
Critical Questions	Students list questions they have or identify questions they think the teacher might ask them about the topic
Foldables	Students create a foldable graphic organizer to help them remember key concepts: http://languagelinks2006.wikispaces.com/Foldables
Gimme 5	Students trace their hands, write topic of the lesson on the palm, write a main idea from the lesson on each finger, and write a lingering question or "aha" on the wrist
Think, Pair, Share	Students have 1 or 2 minutes to brainstorm an answer to a question in the form of a list or a quick write, after which they form pairs and share their answers (often working to come to a consensus)
3, 2, 1	Students list 3 "ahas" they had or things they learned, 2 things they liked or valued, and one question
Ticket Out	Students respond to a prompt that asks them to summarize, reflect on, and connect their learning to their personal lives
Wows, Wishes, & Words of Wisdom	Students write on Post-it Notes and post on the wall: "Wows!" ("aha" moments), "Wishes" (things they wish could change), and "Words of Wisdom" (connections they've made or strategies that they thought of to help them remember key ideas from the day's experiences).

- 1) Ask learners to **evaluate their own performance** first.
- 2) Draw learners' attention to **what they did well**.
- 3) Identify **problematic patterns in learners' performance** (attitudes, behaviors, errors, inefficient processes, misconceptions).
- 4) Tie reasons for your evaluative statements to **specific effects on the audience**.
- 5) Focus on **1-3 things learners have control over** changing about their performance.
- 6) Provide **concrete strategies** for addressing problems.
- 7) **Avoid value judgments** (i.e., I liked/didn't like) and motivate learners to invest more fully in their own learning with specific praise.
- 8) **Avoid the use of the word "but"** because it negates everything that came before it.

Giving Feedback (Sentence Frames)

Providing Positive Feedback

- One aspect that captured the audience's attention... because...
- One component that facilitated collaboration... because...
- One facet that highlighted your strengths... because...
- One element that was especially effective... because...
- One segment that was extremely thought-provoking... because...

Suggesting Improvements

- One idea that I wanted to know more about... because...
- One thing that would have been helpful to me... because...
- One approach you might consider... because...
- One element you might add... because...
- One piece you could further develop... because...
- One way to strengthen the impact on the audience... because...

Integrated Performance Assessment: Evaluates students' communication skills by asking them to read something in the target language, engage in interpersonal communication about it, and then share what they have learned in a presentational format. Ideally, these tasks should engage students with authentic audiences to accomplish real world tasks.
http://depts.washington.edu/mellwa/Events/20081105/sandrock_ipa_handout.pdf

Peer Assessment: Asks learners to evaluate and provide feedback on the work of their peers using protocols such as:

- **Critical Friends:** https://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf
- **Feedback Carousel:**
http://www.nsrharmony.org/system/files/protocols/feed_back_carousel.pdf
- **Inside/Outside Circles:**
<http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles>
- **Fish Bowl:**
<http://www.duplinschools.net/cms/lib01/NC01001360/Centricity/Domain/22/Fishbowl.pdf>

Portfolio Assessment – <http://ccflt2012.wikispaces.com/Linguafolio+self-assessment+grid>

Self-Assessment – Have students self-assess with a rubric based on ACTFL/NCSSFL Global "Can Do" Statements - http://www.actfl.org/global_statements

Crafting Effective Rubrics

MORE RESOURCES ON WL ASSESSMENT: <http://learn2assess.wikispaces.com/Resources>

RUBRICS: Should be....

- **Simple** → Facilitates comprehension and compliance
- **Support Progression** → Facilitates competence
- **Scaffolded** → Facilitates successful completion

Criteria for Effective Rubrics

- Clear, precise, well-defined terms
- Concise phrasing
- Consistent wording presented in the same order across the levels
- Elements progress incrementally
- Even number of performance levels (4 columns)
- Performance criteria identify what must be added (or subtracted) at each level of performance in order to progress to the next level
- Performance criteria are linked to their effect on the audience and/or students' thinking and performance at each level

Rubric Making Tools:

- **Quick Rubric:** <http://www.quickrubric.com/>
- **Rubistar:** <http://rubistar.4teachers.org/>

TOOLS: <http://learn2assess.wikispaces.com/Tools+for+Assessment>

QUOTES:

"In real life, negative feedback doesn't mean failure--or anything else. It has no intrinsic meaning. It's just a message that says, 'Try again.'" (DePorter, Reardon, & Singer-Nourie, 1999, p. 196).

REFERENCES:

DePorter, Bobbi, Mark Reardon, & Sarah Singer-Nourie. (1999). *Quantum teaching: Orchestrating student success*. Needham Heights, MA: Allyn & Bacon. ISBN 0-205-28664-X.

Shrum, Judith L. & Glisan, Eileen W. (2004). *Teachers' handbook: Contextualized language instruction (4th ed.)*. Heinle Cengage Learning. ISBN 978-1-4130-3321-2.